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ABSTRACT

By the time they complete their preservice education, prospective teachers have acquired a "latent culture" of knowledge, skills, attitudes, and values in anticipation of their professional performance. An Australian research team, with this factor in mind, devised a survey questionnaire to examine the process of induction of beginning teachers. The questionnaire included items to identify the assistance and information made available to new teachers during their transition period, the extent to which expectations are met, and their personal reactions. The support and help of experienced teachers on the staff was found to be of crucial importance, but it was also found that beginning teachers should be given the opportunity to share their store of new knowledge and insights gleaned from their preservice education. It is suggested that more school-based induction activities should be provided. Innovation in and evaluation of induction should be accorded a high priority. Those responsible for induction in schools should be exposed to inservice education programs which will develop their skills as counselors and resource personnel. (JD)

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TEACHER INDUCTION : AN ASPECT OF THE EDUCATION AND PROFESSIONAL DEVELOPMENT OF TEACHERS

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A paper prepared for the national invitational conference "Exploring Issues in Teacher Education : Questions for Future Research", Research and Development Center for Teacher Education, University of Texas, Austin, January, 1979.

1. An introduction to induction

This paper focusses on teacher induction - the formal introduction of new teachers into the profession - and draws upon the findings and experiences of an Australian research team to propose directions for further research and for constructive educational action.

(a) Some features about entry to teaching

It is generally assumed that induction occurs during the first year of service. In this paper that period is taken as the essential one to be studied if we are to understand fully the nature of new teachers' entry to the profession and the manner in which they come to grips with the realities of the classroom. Of course, it may be argued that induction, as well as professional socialisation, begins before formal entry into employment since during their pre-service education new teachers are being introduced formally to a number of aspects of their role as teachers. It is useful, however, to limit discussions on induction to the first year of teaching in order to tease apart many of the complex relationships associated with teachers' development during that period. Most discussions in Australia and the U.K. for example seem to adopt this stance. The interest in this period is also occassioned by the belief that teachers are not finished products at the end of pre-service education and must learn much more about teaching from their experienced colleagues in schools. Furthermore there are many dramatic changes in responsibilities from being a trainee to being a teacher and on-the-spot help seems to be required if new teachers are to cope. Lortie(1975)notes that compared to many other forms of work, entry to teaching differs markedly. There appears to be no eased entry such as occurs in an apprenticeship, nor does there appear to be a sharing of entry experiences with more mature, longer-serving colleagues. From being students responsible only to themselves for their own learning, almost overnight beginning teachers become fully responsible for the instruction of their pupils from the first working day: in fact, an expectation seems to be that they should perform the same tasks as the 25-year veteran.

These changes from being a trainee to being a teacher seem to produce various forms of "shock" resulting in such things as disenchantment with pre-service programmes, a temporary jettisoning of educational ideals and the use of teaching strategies which ensure the teacher is the main disseminator of information and the one who "calls the tune" in classroom interaction. Of course the situation described is by no means a simple one and there are many complex associations which lead to the adoption of certain teaching strategies or the disenchantment with pre-service education. Among other things the attitudes of and help received from more experienced colleagues play a crucial role in new teachers' induction. In the national survey of induction in Australia one beginning teacher highlighted this fact when he said:

"The staff in a school can make or break you, whereas children are much the same all round. If you have a good integrated and supporting staff it makes life a lot easier."

(b) Induction is only one facet of professional development

Although entry to teaching is an extremely important stage and affects the nature of teachers' socialisation into teaching it is only one of several stages in the professional development of teachers. It must, I believe, be considered as one facet of professional development along with other stages such as pre-service education, periods of striving for promotion, and the period preceding retirement.

(c) Some concepts related to professional socialisation

Procedures designed to facilitate induction and to help in professional socialisation must take into account that teachers can be creative as well as subject to constraining social factors. As Fyfield, Taylor and Tisher (1978) note:

"A number of theoretical explanations place a greater emphasis on the constraining, rather than the creative features in the process. Some emphasise the formative role of early experiences, such as protracted exposure to potent models (e.g. own previous teachers) which results in the internalising of modes of behaviour which are triggered in later teaching (Lortie, 1966; 1973). Others (Edgar & Warren, 1969; Haller, 1967; Hoy, 1969) maintain that the influences of peers are predominant, or that socialisation is a function of colleagues having authority, or that pupils' behaviours may mould beginning teachers. Undoubtedly all these play a part in varying degrees, but the socialisation of teachers is a more complex, interactive, negotiated and provisional process (Lacey, 1977) than most of the preceding explanations allow. It involves a continual re-shaping of teachers' perspectives and behaviours as they confront various situations. Their values, attitudes, interests, skills and knowledge will be fashioned through the various encounters, but these will not necessarily be irrevocably set as they face up to the constant flow of choices occurring to them. When new teachers take up their first appointment they enter areas of competing pressures (Lortie, 1975) where they must adopt or create appropriate social strategies to help them cope with the social situations confronting them. These strategies are of several types (Lacey, 1977). In some instances there will be *internalised adjustment* when the teachers accept and internalise existing values, practices and their supporting

arguments. In others, they will remain only partially convinced, owing, in part, to the characteristics they bring into the new setting. Skills, values, attitudes, perspectives acquired during pre-service education may comprise these, and these in turn constitute a "latent culture" (Lacey, 1977) that may be activated on future occasions. To get by in circumstances in which they are only partially convinced the new teachers may resort to *strategic compliance* without complete internalisation. Alternatively, they may engage in *strategic redefinition*, attempting to wrestle with the constraints of a situation and to change the perspectives of those who hold strategic power." (p.1-2)

It is important to discover the various factors and the associations between them that affect whether new teachers internalise existing values, comply or attempt to redefine situations. The nature of the educational setting, contacts with peers and types of induction experiences are clearly among the influential features but what mixes of characteristics are the most potent in enhancing professional development and educational skills are not clearly understood.

(d) Australian concerns about induction

There has always been concern in Australia about the quality of new recruits to teaching and with how they manage during their first year. In recent years state and territory Education Departments, Regional Offices, Teachers' Centres, schools, and teachers' and principals' organisations have given much more attention to these matters and to the manner in which the new recruits are absorbed into schools. State, regional and school authorities have begun to conduct a number of induction programs, but, until recently the nature and prevelance of these and their effects were not fully known - in fact, there is still much to be learnt about them.

In 1976, when teacher recruitment was much higher than in 1979* a national Teacher Induction Project was established with sponsorship from the Education Research and Development Committee. The project was designed to identify the various forms of induction in Australia and to document as fully as possible what actually was the nature of beginning teachers' entry into the profession.

It is the first national study of Australia's beginning teachers, but it is not the first survey of new teachers. A variety of smaller, localised studies have been completed by principals, teachers' groups, colleges of advanced education, in-service education groups, regional education officers and officers of state education research branches. Studies specifically dealing with induction are rare although the Western Australian Education Department completed an interview survey of some primary school teachers and their principals during March-April of 1977 (Education Dept., W.A.,1977),

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* Although there is now an "oversupply of teachers" in Australia and, as a consequence, a reduced intake of new teachers to the profession, the challenges for induction in 1979 do not differ greatly from those which existed in 1977.

the Commonwealth Teaching Service used the A.C.T. and Northern Territory data derived from the Teacher Induction Project in their report on the probationary year (Dunkley,M. et al, 1978) and Canning(1978)focussed on the induction experience of cohorts of new primary teachers from Burwood State College. The smaller studies have noted similar trends to those in the more extensive national survey which also provides more detailed, representative information than the smaller local projects on the concerns of new teachers (Anderton, 1976; Gasson, Otto and Jordan, 1977; Mitchell & Chisholm, 1977; Scriven & Shaw, 1977) and complements previous findings on what it is like to be a teacher in Australian government schools (Campbell, 1975). Whilst Australian studies of induction are rare there are nevertheless quite a number of published statements advocating certain induction practices and recently several employing authorities, teachers' unions and committees of enquiry have enunciated induction policies (c.f. Dunkley, et al 1978;Ed. Dept. of South Australia, 1978; Union Committee of Enquiry, 1978). Most are based on personal views and experiences. Consequently the findings of the national survey have practical implications for schools and employing authorities and challenge experienced teachers and others to promote an encouraging climate into which young teachers can move confidently and creatively.

2. Some characteristics of the Australian Teacher Induction Project

The Australian project team now believe that new studies of induction should take greater account of Lacey's (1977) conceptualisations relating to the role of beginning teachers' latent culture in various settings. When the Australian study was launched his publication had not appeared, however, the team nad formulated a complementary conceptualisation to guide data collection and questionnaire compilation. We believe our approach was a necessary precursor to any further work using Lacey's ideas. Furthermore, the simple conceptualisation for questionnaire construction was a distinctive feature of the study, setting it apart from comparable localised surveys of induction in the UK (c.f. Bolam, 1973; Bolam and Baker, 1974). The approach could well be emulated in other surveys, however, there is a definite limit to surveys on teacher induction. I wish to refer to other profitable research endeavours later in this paper.

(a) The rationalisation for questionnaire construction

Briefly the rationalisation envisaged beginning teachers entering differing spheres of influence as they moved from pre-service education into the hurly-burly of classroom life. By the time they complete their pre-service education, the prospective teachers have acquired a "latent culture" of knowledge, skills, attitudes and values in anticipation of their professional performance. The team wished to trace some elements of the activation of this latent culture as the beginning teachers came progressively under the influence of the profession at large, an employing authority, a new a possibly unknown kind of community, the school whose staff they

had joined, and finally the class or classes of children with whom they will spend the greater part of their working day.

In the questionnaires we included items to identify the assistance and information that are made available to new teachers at each stage in the transition, the extent to which expectations are met, and some of their reactions, joys and disappointments.

(b) Liaison with policy makers and dissemination

Another characteristic of the Australian study was the use made of a national representative liaison committee drawn from staff and territory employing authorities, teachers' unions, the national curriculum development centre and schools commission. This group acted as a "sounding board" for the team, indicated the issues in which their authorities were interested and paved the way for entry to all states and territories. During 1978 members helped the project directors in the critical first stage of the dissemination of the findings. The project was allocated supplementary funds from the Education Research and Development Committee so that the directors could go to meetings in all Australian states and territories to outline the salient findings. Policy makers, regional directors, counsellors, research officers, teacher trainers, principals and union representatives were among those who attended. The exercise was an attempt to acquaint key educationists with the results as quickly as possible after the collation of the final draft report and to receive their comments before final printing. This has been an extremely valuable, effective part of the whole project. As a consequence of the interactions with these key personnel greater interest has been generated in the final report, the team has been encouraged to include their "reflections" on induction in Australia, and due to expressed interest one or two minor features, omitted from the draft version, will now be included. Note, the project team and liaison committee decided initially that the audience for the final report should be employing authorities, senior officers in education departments, senior union officials and teacher educators. The team is now also preparing a series of short, snappy statements to appear in small brochures for dissemination to all Australian schools - and brief statements are being written for professional news sheets.

(c) Stages in the project

In order to document as fully as possible what actually was the nature of beginning teachers' entry into the profession it was essential first to discover the range of experiences they might encounter. So the first stage of the project was designed to obtain an overview of the variety of induction practices that employers, senior administrators, regional officers and senior teachers reported were in existence. To achieve the objective an associate from the South Australian Education Department visited all Australian states and territories to gather

anecdotal information. This was supplemented later with details collected by the project team and the information is presented in a first report, "Beginning to Teach" (Tisher, Fyfield & Taylor, 1978). The information gleaned during stage I guided questionnaire construction in stage II, and assisted in the identification of geographical and administrative regions where there were many, few or no induction activities, or where there were special induction problems.

During stage II of the project which consisted of three phases the aim was to document as fully as possible the nature of beginning teachers' entry to the profession. The three phases were, respectively, the construction and administration of a questionnaire for principals and another for beginning teachers, interviews with a number of beginning teachers and the administration of a second questionnaire to beginning teachers towards the end of their first year in schools. The interview phase we believe was a most essential part of the study and is a feature which, according to us, should be included more frequently in research projects of a similar ilk to ours. The interviews with over 200 selected beginning teachers acted as a check on the interpretation of the data from the questionnaires and gave the project team further insights into the experiences and perceptions of beginning teachers in remote centres, rural areas, inner city industrial regions, coastal centres, and regions with and without sophisticated induction programmes.

(d) A recapitulation

The discussion to date, in addition to specifying some of the characteristics of the Australian Teacher Induction Project also draws attention to two useful theoretical frameworks and to some methodological considerations that could well be used in future research on teacher induction. There is reference also to some practical procedures to facilitate the dissemination of findings and to enhance their impact on educational policy.

(e) Some of the findings

The study has produced a wealth of intriguing, challenging information even though it was not an experimental study to compare in a controlled manner, the impact of various forms of induction in different settings, important as these activities are. The project has provided a variety of insights and generated ideas for additional studies in induction. It has served as the necessary precursor to experimental studies as well as an important source of data for policy makers. However, the information it contains can be variously interpreted depending on your point of view. On the one hand it may be considered gratifying that the majority of new teachers were satisfied with their appointment, considered they were managing most teaching tasks adequately*

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* Table 1 shows the percentages of respondents who considered the listed teacher tasks as managed adequately by beginning teachers and a worry to them.

and believed they were fully accepted within their school. On the other hand it may be considered an indictment that 50 percent received no help with their teaching during their first week, more than one third believed they were not fully accepted in their schools, about one quarter admitted that they were managing many teacher tasks less than adequately and for more than eleven percent the actuality of teaching was not measuring up to expectations.

Several features are considered to be quite significant by the project team. Three, which also have implications for further innovation and study, are singled out for comment.

(i) The cavalier treatment of new teachers

Even though educational authorities maintain they provide a variety of induction activities for new teachers the fact that only 40 percent of the nation's beginning teachers were involved in an activity designed especially for them and only one half found it of any value indicates that new teachers are not as well served as many would have us believe. The project team are of the opinion that the treatment of Australia's beginning teachers overall during their first year is somewhat cavalier. In part this is due to the fact that some senior colleagues have forgotten what it is like to be a new teacher. Concerted effort is needed to ensure that a higher proportion of those entering teaching receive an adequate, effective induction.

(ii) Senior colleagues as providers

Where beginning teachers are involved in induction activities senior experienced colleagues are, more often than not, cast in the role of providers of information, including advice on programming and teacher classroom tasks. Rarely, if at all, are beginning teachers invited to tell their senior colleagues about new knowledge and insights gleaned during pre-service education. I believe that induction must be a two-way process between new and experienced teachers. If beginning teachers are to feel they are fully accepted in their schools with worthwhile contributions to make they should be given opportunities to share their store of knowledge as well as receiving ideas from others. It would be valuable to study the effect of those contexts where beginning teachers are accepted as providers as well as receivers of ideas. Also, if beginning teachers are to be viewed as providers of valuable ideas there must be changes in senior teachers' perceptions of their new colleagues. This has implications for in-service education and especially for the training of those who will be responsible for induction in schools.

(iii) The quality of interpersonal relationships

During the interview phase of the Teacher Induction Project the team became acutely aware of the influence of trusted and liked colleagues on beginning teachers. The quality of interpersonal relationships among teachers and between new and

experienced colleagues affected the nature of induction activities as well as beginning teachers' perceptions of their value. The reactions of beginning teachers to the varied opportunities or provisions made for them were more easily interpreted by considering the variations in interpersonal relationships across schools. Generally it seemed that where schools contained an integrated and supportive staff new teachers valued their induction activities and believed they were fully accepted. Unfortunately the national survey by its very nature could not examine the nature and effect of school contexts including interpersonal relationships in adequate detail. This needs to be done in other projects.

3. Directions for research on teacher induction

Some directions for research on induction are specified below but before the nature of any project is finally formulated there may need to be a preliminary period of discussion and negotiation with teachers. Too often educational researchers restrict their attention to problems that appeal to them or are amenable to certain accepted academically respectable analytic techniques. Little consideration appears to be given to those problems of interest to teachers. If research on induction is to have a greater impact on practice more attention must be given to teachers' views on significant research problems - teachers could, in fact, be included on research teams as collaborators.

In Australia, before further nationally funded projects are undertaken, it is proposed to convene a representative two-day national conference at which state and territory personnel can share ideas about induction as well as interact with the Teacher Induction Project team. It is anticipated that the conference will also generate proposals for projects which belong to the three categories of new directions named below.

(a) Detailed contextual studies

It was stated earlier that the Teacher Induction Project by its very nature could not examine the effects different contexts had on induction and on beginning teachers' satisfactions or degree of managing and worrying about teacher tasks. It is essential to understand more about the effects different school and classroom contexts have upon induction, the quality of induction activities and new teachers' effectiveness. In particular attention should be directed to the quality of interpersonal relationships between teachers in different settings. The following research questions are among those that could be used to guide the studies. What impact do different types of school environments have upon the induction experiences of different types of beginning teachers? What are the relationships between beginning teachers' latent culture and features of the school environment including its organisational characteristics, staff collaboration and morale and collegiate professionality? Many variables will need to be studied in order to answer the questions and cluster techniques (e.g. H-group) and discriminant analysis could be

used with profit to specify appropriate mixes of new teacher and environment types for effective induction. These procedures have been used successfully in another national study on the spread of an educational innovation (c.f. Owen & Tisher, 1978).

(b) Studies of specific issues

In association with the detailed contextual studies referred to above there are a number of specific issues requiring more concentrated attention since they are among those of particular interest to teacher educators, educational innovators and professional associations. During discussions with Australian educationists on the draft report of the teacher induction project three issues were frequently mentioned. They are:

(i) The effect of different pre-service programmes on induction

Teacher educators are keen to know whether the products from their particular pre-service programme are better able to manage teacher tasks and gain more from induction activities than products from other programmes. The experiences and development of cohorts of new teachers from distinctly different pre-service programmes need to be documented in detail. How do they manage in different school contexts? Do those from school based teacher education programmes fare much better than those from other programmes? What benefits do they gain from different induction activities? These are some of the questions teacher educators ask and the answers to them will not only provide insights on the effects of induction activities on certain groups of new teachers but will aid in the evaluation of specific types of pre-service programmes. Of course whether studies on these questions are to be accorded a high priority is another matter.

(ii) The effect of Open Plan environments on induction

Many supporters of Open Plan educational environments maintain that Open Plan schools provide greater support for beginning teachers and allow induction to be undertaken more effectively than in other more conventional school environments. Whether this is so is a moot and controversial point, especially in Australia where some educational authorities have committed themselves to the establishment of numbers of Open Plan schools. Now whereas the Teacher Induction Project was not designed to study the issue impressions gleaned during the interview phase in 1977 were that new teachers, including those ideologically committed to Open Education, found Open Plan schools anxiety and stress-inducing places. Many stated they would prefer to find their feet while cloistered in a more traditional single-teacher classroom. Bearing in mind the current debate on Open Education it is highly desirable to examine in greater detail the impact that various Open Plan schools have on the induction of beginning teachers and on the development of their teaching skills. The issues are complex ones demanding energy, dedication and intellectual tenacity from the researchers who will be required to operationalize a number of ill-defined concepts. Carefully conceptualised studies on Open Education are rare but some

significant advances have recently been made by members of the research branch of the Western Australia Education Department. The advances will be reported at the AERA Annual Conference in San Fransisco.*

(iii) Changes in teachers' job satisfaction

In a period of oversupply of teachers**, reduction of opportunities for promotion, increase in the proportion of persons remaining longer in teaching, greater numbers of fixed-term rather than tenured appointments, and a high proportion of younger teachers, it is essential, as always, to maintain a satisfied, vigorous, educationally creative profession. It is important to learn more about the trends and patterns of new and experienced teachers' job satisfaction and the factors that affect it. I believe that research on the matter, which should be given a high priority, will yield valuable insights for in-service educators and enhance our understanding of the professional development and socialisation of teachers.

An attempt was made in the Teacher Induction Project to tap aspects of satisfaction with teaching by gathering data on the extent to which beginning teachers thought the actualities of teaching matched their expectations. The relevant section in the questionnaire was influenced by the writings of Lawler(1973) and teachers in the October sample were invited to consider each of fifteen listed items in two ways. The items formed a Maslow-type hierarchy (see Table 2). First they were asked to indicate the extent to which the item characterised their first year of teaching by rating it high (H), low (L), non-existent (N), and undecided (U). Second, they indicated in a similar manner the extent to which the item would have been characteristic of the situation they would realistically have expected, given the present education system. The degree of congruence between pairs of responses was noted. Table 2 summarises the findings.While care needs to be exercised not to misinterpret the results shown in the Table, the procedures might well be emulated in other studies of job satisfaction. In particular the scale could be extended and care taken with the coding of data so that more information could be extracted than was done in the Australian project. Furthermore, future studies on job satisfaction should attempt to examine associations between it and characteristics of the school environment and stages in the teachers' career in order to provide insights for counsellors, in-service educators and employing authorities.

(c) Innovation in and Evaluation of Induction

An extremely high priority in the matter of induction is to provide more induction activities for beginning teachers. As a consequence of my experiences

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* Details are also provided in Angus, M. et al (1978, a & b)

** Oversupply of teachers or as some state it,"the under-utilisation of resources", is occassioned by economic factors including the decision by employing authorities to hire fewer new teachers.

with the Australian survey I believe we should be adopting a practical two-pronged attack on the issue. The first is to encourage schools and administrative regions to innovate by establishing different forms of induction activities. The second is to commission groups of researchers to collaborate with the innovators and, at the same time, evaluate the innovations and provide on-going feedback to the schools and regions. When the descriptions of the innovation and its evaluation are formally compiled they will serve as valuable guidelines for others. However, by that time practical benefits will have accrued to those schools which have been involved in the project. Of course the situation is not as simple as I have portrayed it - as those who have been involved in innovation know - there will be many frustrations for the innovators and evaluators and much careful planning will be required. Nevertheless, the combined thrust of innovation and evaluation in induction has, I believe, much to commend it. How projects are to be conducted will depend a great deal on the specific contexts in which they occur, e.g., whether they are school or region based, and must be worked out collaborately among participant evaluators and innovators.

Before I leave the theme of innovation in induction it is important to refer to at least two other implications from the Australian study. One is that induction should primarily be a school-based rather than region-based activity. There are practical limitations to the extent to which all induction can occur in the new teachers' schools but when it can it is much more effective. The second is that those responsible for induction in schools should be exposed to in-service education programmes which will develop their skills as counsellors and resource personnel. Too little attention has been given to training experienced teachers to work effectively as counsellors and resource persons with other less experienced adults - a situation which must be rectified if the value of induction is to be increased.

4. Concluding comments

What has been said in this paper has been fashioned by experiences in an Australian context but that is not intended to deny the implications the comments have for educationists in other nations. Included among the proposals advanced for your consideration were that induction is only one aspect of professional development of teachers; Lacey's concepts of socialisation of teachers provides a useful framework for induction studies; more, primarily school-based, induction activities, should be provided; innovation in and evaluation of induction should be accorded a high priority in the future; in-service education programmes need to be designed for experienced teachers involved in induction; and researchers could, with profit, emulate some procedures of the Australian Teacher Induction Project, examine the impact of different educational contexts, including Open Plan ones on induction, study new teachers' latent culture and its effects, and document changes in teachers' job satisfaction. There is clearly much to be done.

TABLE 1. Teacher Tasks

Is the item managed adequately by beginning teachers and is it a worry to them?

Task Item	Managing [1]			Managing and worrying [2]			Worrying [3]		
	percentages of			percentages of			percentages of		
	beginning teachers (March)	beginning teachers (October)	principals	beginning teachers (March)	beginning teachers (October)	principals	beginning teachers (March)	beginning teachers (October)	principal
Devising schemes of work	82	86	60	34	25	36	47	35	68
Organising lesson content	90	91	68	26	19	37	33	25	63
Discovering level at which to teach	70	73	42	32	25	24	57	47	76
Assessing students' work	79	80	50	27	20	24	44	37	63
Recording students' progress	77	81	70	17	13	21	35	26	43
Evaluating own teaching	64	64	33	28	25	18	58	55	48
Discovering personal behaviour expected by school	87	86	85	16	11	15	24	21	22
Performing form teacher duties	76	70	65	8	6	13	12	10	22
Performing yard duties	92	90	86	7	9	13	11	12	18
Motivating pupils	69	67	60	30	26	27	56	54	56
Controlling classes	80	78	46	30	22	29	46	39	64
Using audio visual aids	72	73	73	8	5	9	25	20	23
Teaching specific skills	65	64	44	23	19	19	49	41	62
Teaching groups with wide ability range	56	55	23	33	26	14	69	63	81
Teaching slow learners	53	48	21	27	22	13	64	62	81
Teaching immigrants	45	36	16	14	11	9	32	30	51

1. These three columns show those who saw the task as managed adequately by beginning teachers, whether a worry to them or not.
2. These three columns show those who saw the task, though managed adequately, as a worry to beginning teachers.
3. These three columns show those who saw the task as a worry to beginning teachers, whether managed adequately or not.

TABLE 2 Comparison of actual and possible aspects of first year of teaching for beginning teachers in October

(Percentages)

Aspect of job	Actuality equal to expectation	Actuality less than expectation	Undecided
A feeling of security	58	18	23
Opportunity to help children	69	15	16
Opportunity to develop friendships	65	17	18
A feeling of esteem	44	19	37
Prestige in the eyes of colleagues within the school	39	13	48
Prestige in the eyes of people outside the school	43	10	47
A feeling of authority	52	17	31
Opportunity to act independently	65	17	18
Opportunity to influence the philosophy of the school	46	26	28
Opportunity to participate in curriculum and programme planning	61	21	18
Opportunity to share in the running of the school	55	24	21
Opportunity for personal growth	62	18	20
Opportunity for intell-ectual stimulation	47	31	22
Opportunity to do the things I believe I can do well	58	23	19
A feeling of worthwhile accomplishment	52	26	21

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